

Study of Title II-A Use of Funds:

District Survey

2022–23



The **Study of Title II-A Use of Funds** is examining how states and districts are using their Title II, Part A funds provided through the Elementary and Secondary Education Act (ESEA). The study includes surveys of officials from all state education agencies and from a representative sample of school district officials from each state. The purpose of this survey is for the U.S. Department of Education to gain a better understanding of how school districts are using their Title II, Part A funds. The United States (U.S.) Department of Education is sponsoring this study. While participation in the LEA survey is not mandatory, it is strongly encouraged in order to provide the Title II, Part A program office with information important that the Department can use to benefit to the program.

The study, including this survey, is being conducted by Westat.

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0618. Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual survey, please contact directly Elizabeth Witt, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20024 or email Elizabeth.witt@ed.gov and reference the OMB Control Number 1810-0618. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample. Districts in the sample will not be identifiable except for Hawaii, Puerto Rico, and the District of Columbia. The reports will not associate any responses or findings with a specific individual. We will not provide any information that identifies you to anyone outside the study team, except as required by law.

Survey on the Use of Funds Under Title II, Part A

Supporting Effective Instruction Grants – Subgrants to Districts

District: [DISTRICT NAME]
State: [ST]
NCES ID: [NCES ID]

Instructions

Please refer to the table below to determine the questions you should complete. All districts should complete Question 1 before completing the remaining questions, as the applicability of Questions 2-13 depend on your response to Question 1.

Contact information	All districts
Question 1	All districts
Question 2	Districts that received Title II, Part A funds in SY 2022–23
Question 3	Districts that received Title II, Part A funds in SY 2022–23
Question 4	Districts that received Title II, Part A funds in SY 2022–23 and had funds available after transfers
Question 5	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for hiring, recruiting, and retaining effective teachers and leaders
Question 6	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for class size reduction
Question 7	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 8	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 9	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 10	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 11	Districts that received Title II, Part A funds in SY 2022–23 and budgeted funds for professional development
Question 12	Districts that received Title II, Part A funds in SY 2022–23
Question 13	Districts that received Title II, Part A funds in SY 2022–23 and had funds available after transfers

For assistance, please call 1-855-817-1704 or send an e-mail to title2afunds@westat.com.

Contact information

Please provide the following contact information for the individual completing the survey.

First Name: _____
Last Name: _____
Position: _____
Phone: _____
E-mail: _____

Question 1: Title II, Part A funding in SY 2022–23

1. Did your district receive Title II, Part A funding in school year 2022–23?

- ☐ **Yes** If you selected “yes,” **continue to Question 2.**
- ☐ **No** If you selected “no,” you do not need to complete this survey.

Question 2: Total teachers and principals

2. Please provide the total count of full-time equivalents (FTEs) in your district in SY 2022–23, for teachers and for principals and other school leaders.

For example, an FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 means that the worker is only half-time. Two teachers working half-time each would each be .50 FTE for a total of 1.0 FTE

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

	Total FTEs in SY 2022–23
Teachers	_____
Principals and other school leaders	_____

Question 3: Transfers to and from Title II, Part A

- 3a. Your State Education Agency (SEA) provided the amount of Federal FY 2022 Title II, Part A funds made available to your district in SY (2022–23).

Note: Federal fiscal year 2022 covers 10/1/2021 through 9/30/2022 for funds to be used during school year 2022–23.

This allocation amount does not include carryover funds. If this allocation is incorrect, please contact Westat at Title2afunds@westat.com.

- 3b. Please provide the amount of Federal FY 2022 funds transferred from Title II, Part A. **Do not include carryover funds.**

Title II, Part A funds transferred to **Title I, Part A** \$ _____

Title II, Part A funds transferred to **Title I, Part C** \$ _____

Title II, Part A funds transferred to **Title I, Part D** \$ _____

Title II, Part A funds transferred to **Title III, Part A** \$ _____

Title II, Part A funds transferred to **Title IV, Part A** \$ _____

Title II, Part A funds transferred to **Title V, Part B** \$ _____

Total amount of Title II, Part A funds transferred to another program under ESEA funding transferability provisions (ESEA section 5103)	\$ _____
--	-----------------

3c. Provide the total amount of FY 2022 funds transferred to Title II, Part A from another Federal program. **Do not include carryover funds.** \$ _____

Total amount of Title II, Part A funds available to your district in SY 2022–23 after transfers:	\$ _____
---	-----------------

Question 4: Allocation of Title II, Part A funds

For reference, in Question 3 you answered that the total amount of Title II, Part A funds available to your district in SY 2022–23 AFTER TRANSFERS was:

\$xxx,xxx.xx

- 4a. Please provide the amount of Title II, Part A funds your district budgeted for the following activities in SY 2022–23, after transfers, as well as funds not yet budgeted for the following activities. **Do not include carryover funds.** You can estimate if you do not have exact figures. *Note: Please include any funds used for services in private schools in the categories for which funds were budgeted.*

Hiring, recruiting, and retaining effective teachers, principals, and other leaders (such as support with screening candidates and early hiring, recruiting individuals from other fields, differential and incentive pay, leadership opportunities and multiple pathways for teachers, induction or new educator mentoring programs, or improving school working conditions)

\$ _____

Evaluation systems (such as designing or revising systems, helping teachers and leaders to understand the system, help with using the results for high stakes decisions, or guiding professional development planning)

\$ _____

Class size reduction

\$ _____

Professional development (such as in–service seminars, coaching, university courses, or support for professional learning communities)

\$ _____

Other (describe: _____)

\$ _____

Funds not yet budgeted at the time of response

\$ _____

Total amount of SY 2022–23 Title II, Part A funds budgeted:

\$ _____

- 4b. Please provide an estimate of the percentage of all Title II, Part A funds budgeted in your district in SY 2022–23 to support teachers and the percentage of funds budgeted to support principals and other school leaders.

Note: Percentages do not need to sum to 100 percent. For example, some uses of funds may serve both teachers and school leaders, leading to a total of greater than 100 percent.

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

Teachers	Principals and other school leaders
_____ %	_____ %

Question 5: Strategies to hire, recruit, or retain effective teachers and leaders

5. Using Title II, Part A funds, what strategies has your district used or will your district use to hire, recruit, and retain effective teachers, principals, and other school leaders? Of the strategies used, indicate the two with the highest funding amounts.

Strategy	Check all that apply	Check two highest- funded strategies
a) Support with screening candidates and early hiring for teachers	<input type="checkbox"/>	<input type="checkbox"/>
b) Recruiting individuals from other fields to become teachers or leaders	<input type="checkbox"/>	<input type="checkbox"/>
c) Differential and incentive pay of teachers and leaders	<input type="checkbox"/>	<input type="checkbox"/>
d) Emphasis on leadership opportunities and multiple career pathways for teachers	<input type="checkbox"/>	<input type="checkbox"/>
e) Induction or new teacher and leader mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>
f) Targeting and tailoring professional development to individual teacher or leader needs	<input type="checkbox"/>	<input type="checkbox"/>
g) Feedback mechanisms to improve school working conditions	<input type="checkbox"/>	<input type="checkbox"/>
h) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 6: Class size reduction

6. During SY 2022–23, in total, how many full-time equivalents (FTEs) are funded by Title II, Part A for the purpose of class size reduction?

For example, an FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 means that the worker is only half-time. Two teachers working half-time each would each be .50 FTE for a total of 1.0 FTE.

Total funded (FTEs)

Question 7: Participation in professional development

7. Please estimate the percentage of teachers and principals or other school leaders in your district expected to participate in Title II, Part A-funded professional development activities during SY 2022–23.

Note: Other school leaders may include assistant principals or other staff responsible for instructional leadership and management in an elementary or secondary school building.

Participation	Percentage
Percentage of all teachers who will participate in Title II-A funded professional development activities in SY 2022–23	_____
Percentage of all principals and other school leaders who will participate in Title II-A funded professional development activities in SY 2022–23	_____

Question 8: Types of professional development for teachers

8. Which of the following types of professional development and support to **teachers** is your district providing during SY 2022–23, **funded at least in part by Title II-A**? Please include planned professional development.

Of the types of professional development provided, indicate the two with the highest funding amounts.

Types of teacher professional development (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded types
a) Short-term (3 days or less) single-session professional development, conducted virtually or in-person by an external provider	<input type="checkbox"/>	<input type="checkbox"/>
b) Short-term (3 days or less) single-session professional development, conducted virtually or in-person by district or school-level staff	<input type="checkbox"/>	<input type="checkbox"/>
c) Longer-term (4 or more days) professional development with connected content, conducted by an external provider or coach	<input type="checkbox"/>	<input type="checkbox"/>
d) Longer-term (4 or more days) professional development with connected content, conducted by district or school-level staff	<input type="checkbox"/>	<input type="checkbox"/>
e) Longer-term (4 or more days) one-on-one support from teacher leaders or coaches	<input type="checkbox"/>	<input type="checkbox"/>
f) Longer-term (4 or more days) Internet-based professional development (e.g., video library, skill-building modules, online coaching)	<input type="checkbox"/>	<input type="checkbox"/>
g) Longer-term (4 or more days) group support (e.g., lesson study, peer-to-peer communities of practice)	<input type="checkbox"/>	<input type="checkbox"/>
h) Professional conferences or organizations	<input type="checkbox"/>	<input type="checkbox"/>
i) University or college courses; traditional, course-based curriculum	<input type="checkbox"/>	<input type="checkbox"/>
j) Alternative (non-traditional) preparation pathways to certification (e.g., microcredentials or job-embedded), either university or non-university-based)	<input type="checkbox"/>	<input type="checkbox"/>
k) Professional certifications (e.g. NBPTS certification, state-level credentials or endorsements)	<input type="checkbox"/>	<input type="checkbox"/>
l) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 9: Topics of professional development for teachers

9. Which of the following topics are covered by **teacher** professional development in your district in SY 2022–23, **funded at least in part by Title II-A**? Please include planned professional development.

Of the professional development topics provided, indicate the two with the highest funding amounts.

Teacher Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded topics
a) Teacher content knowledge in ELA	<input type="checkbox"/>	<input type="checkbox"/>
b) Teacher content knowledge in STEM (science, technology, engineering, mathematics, or computer science)	<input type="checkbox"/>	<input type="checkbox"/>
c) Teacher content knowledge in subjects other than ELA or STEM	<input type="checkbox"/>	<input type="checkbox"/>
d) Instructional strategies for academic subjects	<input type="checkbox"/>	<input type="checkbox"/>
e) Instructional strategies for classroom management or student behavior management	<input type="checkbox"/>	<input type="checkbox"/>
f) Using data and assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>
g) Providing instruction and academic support to English learners	<input type="checkbox"/>	<input type="checkbox"/>
h) Providing instruction and academic support to students with disabilities or developmental delays	<input type="checkbox"/>	<input type="checkbox"/>
i) Identifying gifted and talented students	<input type="checkbox"/>	<input type="checkbox"/>
j) Understanding state content standards and instructional strategies to meet them	<input type="checkbox"/>	<input type="checkbox"/>
k) Understanding teacher evaluation systems and resulting feedback	<input type="checkbox"/>	<input type="checkbox"/>
l) Engaging parents and families	<input type="checkbox"/>	<input type="checkbox"/>
m) Using technology	<input type="checkbox"/>	<input type="checkbox"/>
n) Integrating academic content, career and technical education, and work-based learning (as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>
o) Offering joint professional learning and planning activities that address transition from early childhood to elementary school	<input type="checkbox"/>	<input type="checkbox"/>
p) Identifying students with referral needs (such as sexual abuse, mental health issues, drug or alcohol abuse)	<input type="checkbox"/>	<input type="checkbox"/>
q) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 10: Types of professional development for principals and other school leaders

10. Which of the following types of professional development and support to **principals and other school leaders** is your district providing during SY 2022–23, **funded at least in part by Title II-A**? Please include planned professional development.

Of the types of professional development provided, indicate the two with the highest funding amounts.

Check here if your district did not provide any type of professional development to principals or other school leaders during SY 2022–23, funded at least in part by Title II, Part A.

☐

Types of principal and other school leaders professional development (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded types
a) Short-term (3 or less days) professional development, conducted virtually or in-person, either by external provider or district-level staff	<input type="checkbox"/>	<input type="checkbox"/>
b) Longer-term (4 or more days) group professional development, conducted by district-level staff	<input type="checkbox"/>	<input type="checkbox"/>
c) Longer-term (4 or more days) group professional development, conducted by an external provider	<input type="checkbox"/>	<input type="checkbox"/>
d) Longer-term (4 or more days) one-on-one professional development, conducted by district-level staff	<input type="checkbox"/>	<input type="checkbox"/>
e) Longer-term (4 or more days) one-on-one professional development, conducted by an external provider	<input type="checkbox"/>	<input type="checkbox"/>
f) Longer-term (4 or more days) group support (e.g., learning communities, district monthly or quarterly principal meetings)	<input type="checkbox"/>	<input type="checkbox"/>
g) Professional conferences or organizations, external to the district or state	<input type="checkbox"/>	<input type="checkbox"/>
h) University or college courses, traditional course-based curriculum	<input type="checkbox"/>	<input type="checkbox"/>
i) Alternative (non-traditional) preparation pathways to certification (e.g., job-embedded leadership preparation or support for teacher candidates), either university or non-university-based	<input type="checkbox"/>	<input type="checkbox"/>
j) State leadership conferences or trainings	<input type="checkbox"/>	<input type="checkbox"/>
k) Leadership certifications (e.g., state-level credentials or endorsements)	<input type="checkbox"/>	<input type="checkbox"/>
l) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 11: Topics of professional development for principals and other school leaders

11. Which of the following topics are covered by **principal and other school leader** professional development in your district in SY 2022–23, **funded at least in part by Title II-A**? Please include planned professional development.

Of the professional development topics provided, indicate the two with the highest funding amounts.

Principal and Other School Leader Professional Development Topic (at least <i>in part</i> funded by Title II, Part A)	Check all that apply	Check two highest- funded topics
a) School improvement planning or identifying interventions to support academic improvement	<input type="checkbox"/>	<input type="checkbox"/>
b) Strategies and practices to advance organizational development (e.g., a focus on setting a shared school mission; creating a safe and respectful environment for learning; improving school climate and culture; fostering communication and collaboration among teachers and parents; distributing leadership responsibilities; ensuring efficient use of available funding and instructional time; and deploying resources aligned with strategic goals)	<input type="checkbox"/>	<input type="checkbox"/>
c) Strategies and practices to help teachers improve instruction (e.g., performance data use, teacher evaluation, feedback and coaching on instruction, instructional planning support, curriculum materials selection, and curriculum alignment with state standards)	<input type="checkbox"/>	<input type="checkbox"/>
d) Strategies and practices to develop and manage the school's workforce (e.g., a focus on recruiting, hiring, and retaining effective teachers; selecting professional development tailored to teachers' needs; effectively assigning teacher talent to students; and establishing pathways for developing teacher leaders and assistant principals as instructional leaders)	<input type="checkbox"/>	<input type="checkbox"/>
e) Strategies to engage parents and the community	<input type="checkbox"/>	<input type="checkbox"/>
f) Other (describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

Question 12: Teacher Quality/Effectiveness and Equity

12a. Has your district examined information about the distribution of teacher quality or effectiveness to assess whether low-income or minority students were served at disproportionate rates by inexperienced, ineffective, or out-of-field teachers?

☐ **Yes, and inequities were found**

If you selected "yes," complete the remainder of this question below.

☐ **Yes, but no inequities were found**

If you selected "yes," complete the remainder of this question below.

☐ **No**

If you selected "no," and **continue to Question 13.**

12b. Which of the following types of information were used to define teacher quality or effectiveness in the examination of the distribution of teachers? Check all that apply.

Type of information used to define teacher quality	Check all that apply
a) Teacher evaluation ratings	<input type="checkbox"/>
b) Teacher effectiveness, as measured by value added measures or student growth percentiles	<input type="checkbox"/>
c) Teacher effectiveness, as measured by student learning objectives or student growth objectives	<input type="checkbox"/>
d) Teacher experience	<input type="checkbox"/>
e) Teacher certification	<input type="checkbox"/>
f) Teacher education	<input type="checkbox"/>
g) Assignment of teachers to a grade or classes consistent with their field of certification	<input type="checkbox"/>
h) Other (describe: _____)	<input type="checkbox"/>

Question 13: Strategies used to improve equitable access

13a. During SY 2022–23, has or will your district use Title II, Part A funds to improve within-district equity in the distribution of teachers?

- ☐ **Yes** If you selected “yes,” complete the remainder of this question below.
☐ **No** If you selected “no, you have completed the final survey question.

13b. What strategies has your district used or will your district use to address any substantial inequities found in access to effective teachers for low-income and minority students? Check all that apply.

Strategy to address inequities	Check all that apply
a) Offering more compensation for qualified or effective teachers who move to or stay in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
b) Developing career ladders or teacher leadership roles to attract and retain teachers in schools with lower quality/less effective teachers	<input type="checkbox"/>
c) Beginning the hiring process earlier for vacancies at schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
d) Increasing external recruitment activities such as hosting open houses and job fairs for schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
e) Improving teaching and learning environments (e.g., lower teaching loads, more resources, or improved facility quality) at schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
f) Offering more professional development for teachers in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
g) Limiting the ability of teachers who are inexperienced or low performing to transfer to or be placed in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
h) Making exceptions in contracts or regulations to protect the most qualified or effective teachers from layoff in schools with lower levels of teacher quality or effectiveness compared to other schools	<input type="checkbox"/>
i) Other (describe: _____)	<input type="checkbox"/>